



Sedgefield Middle

131 Charles Gibson
Goose Creek, SC 29445

Grades	6-8 Middle School	
Enrollment	861 Students	
Principal	Michael G. Lucas	843-797-2620
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

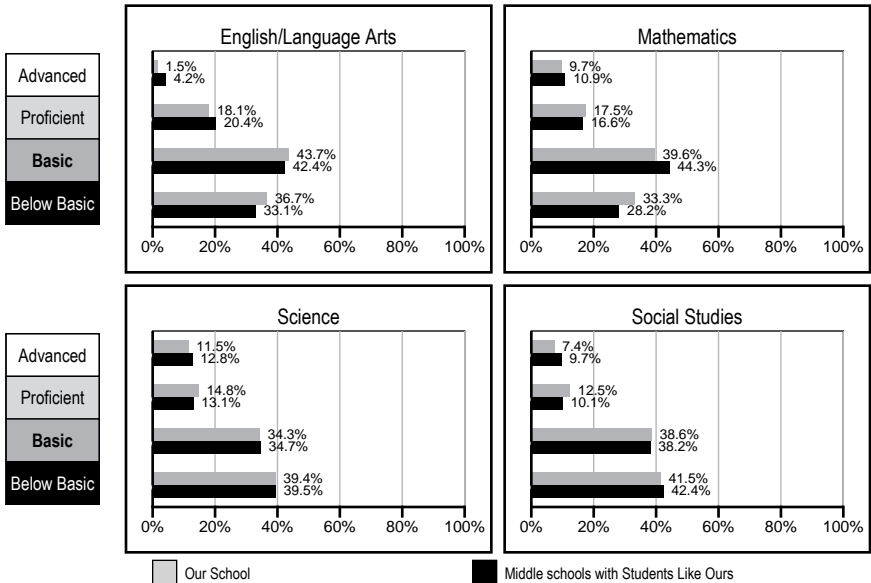
92.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	5	23	8

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	96.4	96.4
English 1	89.0	93.4
Physical Science	0	66.7
All Subjects	93.3	94.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=861)				
Students enrolled in high school credit courses (grades 7 & 8)	20.8%	Down from 22.7%	15.2%	19.4%
Retention rate	4.5%	Down from 4.7%	2.6%	1.8%
Attendance rate	95.3%	Down from 95.4%	95.5%	95.8%
Eligible for gifted and talented	8.9%	Up from 8.1%	13.1%	15.3%
With disabilities other than speech	14.7%	Up from 13.3%	14.0%	12.9%
Older than usual for grade	4.9%	Up from 3.5%	4.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	18.8%	Up from 1.2%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	50.0%	Down from 53.7%	52.2%	55.0%
Continuing contract teachers	64.8%	Up from 59.3%	66.7%	70.6%
Teachers with emergency or provisional certificates	2.5%	Down from 7.9%	7.8%	5.4%
Teachers returning from previous year	78.5%	Up from 72.4%	80.0%	83.4%
Teacher attendance rate	91.5%	Down from 92.8%	95.1%	94.9%
Average teacher salary	\$44,657	Up 6.7%	\$44,406	\$44,706
Professional development days/teacher	8.7 days	Down from 10.6 days	11.5 days	11.8 days
School				
Principal's years at school	1.0	Down from 6.0	2.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.8 to 1	20.4 to 1	20.1 to 1
Prime instructional time	86.2%	Down from 86.5%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	74.7%	Down from 89.9%	97.9%	98.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil*	\$7,878	Up 34.1%	\$7,133	\$7,097
Percent of expenditures for instruction*	58.6%	Down from 64.8%	63.4%	64.4%
Percent of expenditures for teacher salaries*	53.0%	Down from 60.1%	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Sedgefield Middle School serves over 800 students in grades six, seven, and eight. We strive to provide a challenging curriculum within a safe learning environment to meet the needs of all students. The core curriculum emphasizes English/language arts, mathematics, social studies, and science. Nearly 100% of participating students passed end-of-course exams, which afforded them the opportunity to receive high school credits in Algebra 1, Honors English 1, Keyboarding, and Computer Applications. In addition to our core curriculum, students also have the opportunity to become actively involved in other areas such as physical education, health, art, Spanish, band, chorus, career technology, and computer literacy.

The mission of Sedgefield Middle School is to ensure that all students have the chance to achieve their maximum potential within a safe, nurturing environment while preparing them with the knowledge and skills to become lifelong learners. Teachers utilize inviting and engaging teaching strategies which encourage students to write across our standards-based curriculum. Our teachers have been and continue to be involved in the Teacher Quality Research Grant through the State Department of Education and in the Making Middle Grades Work (MMGW) school-improvement initiative. Students receive remediation and enrichment in a computer lab setting where they are aligned with their instructional level. Tutorials in all subject areas are implemented for those students who need extra assistance. The students are served in these tutorials based on their scores from Measures of Academic Progress (MAP), which is a computer-based assessment tool.

Sedgefield Middle students are encouraged to participate in activities and clubs such as Junior Beta Club, Student Council, Service Learning activities, Drama Club, and the Shark News and Yearbook. Students who wish to strive at another level may choose to compete in Quest Quiz Bowl and the Post and Courier Challenge, while those musically inclined may choose to vie for selection in All-County Band or All-County Chorus. Students, teachers, staff members, parents, and community members work diligently as a team to achieve academic and character-based goals. Sedgefield Middle School students, teachers, and staff members are reminded daily of our motto, and we will continue to "Go for the GOLD."

Mike Lucas, Principal
Evelyn Reel, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	278	105
Percent satisfied with learning environment	48.6%	61.6%	79.0%
Percent satisfied with social and physical environment	55.3%	72.8%	68.9%
Percent satisfied with school-home relations	21.1%	78.2%	65.7%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 16 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	823	99.8	38	43.4	17.3	1.4	29.2	48.6	48.2	No	Yes
Gender											
Male	407	99.8	45.4	40.1	13.6	0.8	24.5	40.8	41.7	N/A	N/A
Female	416	99.8	30.6	46.6	20.9	1.9	33.9	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	338	99.7	28.6	50	19.7	1.6	34.5	55.4	60	No	Yes
African American	352	99.7	47	38.7	13	1.3	21.3	36.5	31.7	No	Yes
Asian/Pacific Islander	35	100	20.6	41.2	38.2	0	52.9	73	70.4	I/S	I/S
Hispanic	89	100	48.1	36.4	15.6	0	28.6	39.9	38.4	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	126	100	67	24.8	4.6	3.7	12.8	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	92	100	51.9	35.4	12.7	0	22.8	37.4	36.9	No	Yes
Socio-Economic Status											
Subsided meals	516	99.6	42.8	41.3	14.1	1.7	24.6	38.5	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	822	99.6	34	41.9	16.3	7.8	36.1	44.2	45.8	No	Yes
Gender											
Male	406	99.5	34.5	37.8	18.2	9.5	37.8	44.4	45.6	N/A	N/A
Female	416	99.8	33.6	46	14.3	6.1	34.4	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	338	99.4	22.8	45.9	18.8	12.5	45.2	52.8	59	Yes	Yes
African American	351	99.7	45.8	39.8	11.4	3	24.7	28.2	26.9	No	Yes
Asian/Pacific Islander	35	100	11.8	44.1	29.4	14.7	55.9	70.4	71.3	I/S	I/S
Hispanic	89	100	41.6	35.1	18.2	5.2	35.1	38.9	38.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	125	100	66.7	24.1	8.3	0.9	16.7	14.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	92	100	46.8	31.6	19	2.5	30.4	38.6	38.7	No	Yes
Socio-Economic Status											
Subsided meals	516	99.4	39.2	39.7	15.7	5.4	32.9	33.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	519	99.4	39.1	34.7	14.6	11.6	26.2	35.1	35.7	95.3	96.4
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Gender

Male	246	99.6	38.9	31.7	17.2	12.2	29.4	36.3	37.4	95	96.3
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Female	273	99.3	39.2	37.6	12.2	11	23.2	33.9	33.8	95.6	96.5
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Racial/Ethnic Group

White	204	99	27.9	36.1	21.3	14.8	36.1	44.8	49.2	94.6	96
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African American	230	99.6	52	33.8	9.6	4.5	14.1	18.5	17	95.4	96.9
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Asian/Pacific Islander	23	100	17.4	34.8	26.1	21.7	47.8	51.3	58	98.3	97.5
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Hispanic	55	100	39.6	35.4	6.3	18.8	25	26.8	24.9	96.3	96.7
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	93.3	95.2
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Disability Status

Disabled	87	97.7	71.2	24.7	1.4	2.7	4.1	9.8	14	95	95.5
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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English Proficiency

Limited English Proficient	60	100	43.4	34	5.7	17	22.6	24.3	24.4	96.9	96.9
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Socio-Economic Status

Subsided meals	334	99.1	43.7	36.3	11.7	8.3	20	23.7	21.1	95	96.1
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Social Studies

All Students	524	99.8	41	38.8	12.7	7.5	20.2	34.6	34	95.3	96.4
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Gender

Male	257	100	39.5	35.4	14.3	10.8	25.1	36.3	36.6	95	96.3
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Female	267	99.6	42.5	42.1	11.2	4.3	15.5	32.8	31.3	95.6	96.5
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Racial/Ethnic Group

White	207	100	30.6	40.9	15.6	12.9	28.5	40.9	44.5	94.6	96
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African American	232	99.6	49.7	40	7.7	2.6	10.3	22.7	19.1	95.4	96.9
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Asian/Pacific Islander	19	100	16.7	38.9	33.3	11.1	44.4	59.5	58.9	98.3	97.5
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Hispanic	59	100	51.9	28.8	13.5	5.8	19.2	31.3	27.5	96.3	96.7
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	93.3	95.2
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Disability Status

Disabled	78	98.7	61.2	26.9	9	3	11.9	11.8	14.4	95	95.5
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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English Proficiency

Limited English Proficient	61	100	49.1	32.1	11.3	7.5	18.9	29.6	27.3	96.9	96.9
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Socio-Economic Status

Subsided meals	331	99.7	47.3	35.6	11	6.2	17.1	25.5	21	95	96.1
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	211	99.1	38.6	43.4	16.4	1.6	18
	7	280	100	37.5	43.6	17.8	1.2	18.9
	8	247	99.6	28.9	52.4	17.3	1.3	18.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	297	99.7	30.7	41.2	25.7	2.3	28
	7	220	100	43.3	44.3	11.3	1	12.4
	8	306	99.7	41	44.6	13.7	0.7	14.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	211	99.5	33.7	43.7	19.5	3.2	22.6
	7	280	100	25.9	46.7	17.4	10	27.4
	8	247	99.2	32.9	52.4	12.4	2.2	14.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	297	99.7	32.7	32.3	21.4	13.6	35
	7	220	100	37.6	46.9	9.8	5.7	15.5
	8	305	99.3	32.7	47.6	16	3.7	19.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	109	98.2	43.2	25.3	20	11.6	31.6
	7	280	99.3	36.7	37.1	16.7	9.6	26.3
	8	124	98.4	34.8	34.8	17.9	12.5	30.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	149	100	38.6	22	18.2	21.2	39.4
	7	220	99.6	42.5	39.9	10.4	7.3	17.6
	8	150	98.7	34.6	39.8	17.3	8.3	25.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	104	99	28.6	49.5	16.5	5.5	22
	7	280	98.6	46.2	34.7	10.4	8.8	19.1
	8	121	100	32.4	56.8	5.4	5.4	10.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	150	100	24.2	36.7	20.3	18.8	39.1
	7	219	99.5	63	28.6	5.2	3.1	8.3
	8	155	100	25.7	55.1	16.2	2.9	19.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample